



## MYRTLE BEACH ELEMENTARY

620 29th Avenue North  
Myrtle Beach, South

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	668 Students	
<b>Principal</b>	Janice Christy	843-448-1774
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>At-Risk</b>
2009	Excellent	At-Risk
2008	Good	Below Average
2007	Good	At-Risk
2006	Excellent	Excellent

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

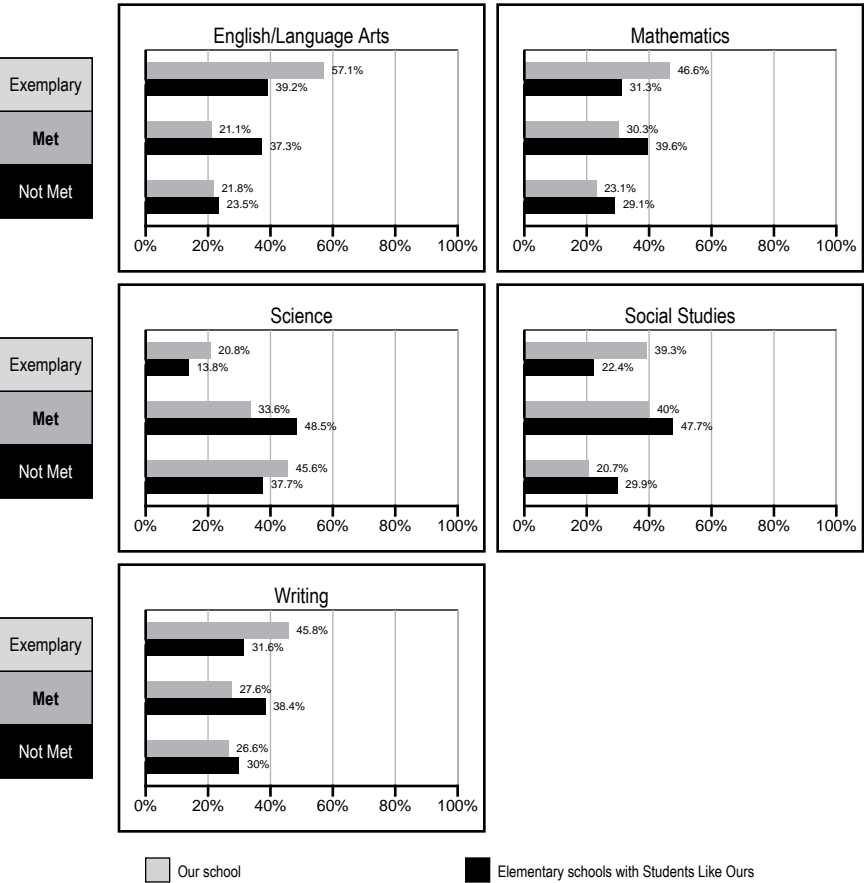
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	24	90	5	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=668)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.2%	Down from 1.8%	1.2%	1.2%
Attendance rate	95.8%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	11.8%	Up from 9.6%	11.0%	11.7%
With disabilities other than speech	17.6%	Down from 18.4%	8.7%	8.0%
Older than usual for grade	0.1%	Down from 0.2%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=44)</b>				
Teachers with advanced degrees	70.5%	Up from 65.9%	60.9%	60.5%
Continuing contract teachers	88.6%	Up from 80.5%	85.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 90.9%	88.8%	87.0%
Teacher attendance rate	94.9%	Up from 94.7%	95.1%	95.4%
Average teacher salary*	\$47,002	Down 7.0%	\$47,215	\$47,288
Professional development days/teacher	12.3 days	Down from 19.2 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 20.0 to 1	19.1 to 1	19.2 to 1
Prime instructional time	89.5%	Down from 90.5%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,675	Down 2.9%	\$7,549	\$7,548
Percent of expenditures for instruction**	65.0%	Down from 67.8%	67.8%	68.7%
Percent of expenditures for teacher salaries**	58.8%	Up from 48.1%	64.2%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Myrtle Beach Elementary School Improvement Council has prepared this report for you and other members of the community who are interested in our school. This report shares information about our progress in addressing the academic and social needs of our students.

At MBE, we believe that the relationship between the student and teacher is very important to student success at school, and the Myrtle Beach community is fortunate that MBE has a noteworthy teaching staff. The commitment of the teachers to support the social and academic development of each child is authentic and obvious. Each teacher is highly qualified – and each teacher is energetic and knowledgeable – a winning (and necessary) combination when working with 2nd and 3rd graders!

School programs contribute to student success, and a review of MBE programs demonstrates that we have had a busy and successful year! Some of the programs our faculty, staff, and PTO implement to support student growth and development include Accelerated Reader, Building Leadership Team, Kids and Art, Breakfast for All, Field Day, Fine Arts Day, Gifted and Talented, Good News Club, Jump Rope for Heart, March of Dimes, United Way, Lifeskill Leaders, Haiti Relief, PBIS, MBH Teacher Cadets, PTO, Recycling, School Improvement Council, S.C.O.R.E., Spirit Fridays, Sunshine Math, Study Buddies, and student musicals. From cutting-edge instructional programs and practices to fine arts to behavior support to service learning, evidence of our concern for the whole child abounds.

We expect 2010-2011 to be another wonderful year at MBE!

Janice Christy, Principal  
Joshua Compton, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	24	294	193
Percent satisfied with learning environment	91.7%	80.6%	92.1%
Percent satisfied with social and physical environment	100.0%	85.3%	88.9%
Percent satisfied with school-home relations	87.5%	86.2%	88.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 29 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	338	100	21.9	21.2	56.9	89.2	85.4	83.5	Yes	Yes
<b>Gender</b>										
Male	189	100	27.8	20.7	51.5	85.2	82	80.1	N/A	N/A
Female	149	100	14.1	21.9	64.1	94.5	88.8	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	11.2	12.6	76.2	94.4	89.5	89.6	Yes	Yes
African American	101	100	37.2	27.9	34.9	82.6	73.7	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	90.7	92.7	I/S	I/S
Hispanic	58	100	28.8	32.7	38.5	82.7	82.1	79.6	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	81.5	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	82	100	52.6	17.1	30.3	78.9	58.2	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	100	26.2	31.1	42.6	85.2	80.6	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	236	100	29.9	27.4	42.8	85.6	80.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	338	100	23.2	30.6	46.1	85.5	84.2	80.4	Yes	Yes
<b>Gender</b>										
Male	189	100	24.3	30.8	45	82.8	82.2	78.4	N/A	N/A
Female	149	100	21.9	30.5	47.7	89.1	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	160	100	11.9	23.1	65	93	89.5	87.8	Yes	Yes
African American	101	100	43	36	20.9	72.1	69.8	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.1	93.5	I/S	I/S
Hispanic	58	100	25	40.4	34.6	86.5	78.3	78.3	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	82.7	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	82	100	44.7	22.4	32.9	64.5	53.9	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	69	100	21.3	39.3	39.3	88.5	78.7	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	236	100	30.8	35.3	33.8	81.1	78.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	170	99.4	45.7	33.8	20.5	54.3	71.8	67.3
Gender								
Male	90	98.9	50.6	28.9	20.5	49.4	71.7	66.9
Female	80	100	39.7	39.7	20.6	60.3	71.9	67.7
Racial/Ethnic Group								
White	77	100	23.2	42	34.8	76.8	80.4	79.6
African American	55	98.2	80.9	10.6	8.5	19.1	48.8	49.7
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	81.9	84.4
Hispanic	27	100	44	48	8	56	61.9	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	80	69.5
Disability Status								
Disabled	37	97.3	71.4	17.1	11.4	28.6	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	33	100	41.9	51.6	6.5	58.1	59.1	58.6
Socio-Economic Status								
Subsidized meals	118	99.2	58.8	29.4	11.8	41.2	63	55.4

Social Studies

All Students	169	99.4	20.5	40.4	39	79.5	75.3	70.9
Gender								
Male	100	99	22.1	37.2	40.7	77.9	74.2	70.1
Female	69	100	18.3	45	36.7	81.7	76.5	71.7
Racial/Ethnic Group								
White	83	98.8	9.6	32.9	57.5	90.4	80.5	79.2
African American	47	100	35.9	48.7	15.4	64.1	59.7	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	89.9	86.8
Hispanic	31	100	32.1	42.9	25	67.9	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	46	97.8	35	40	25	65	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	36	100	29	48.4	22.6	71	72.8	68
Socio-Economic Status								
Subsidized meals	119	100	28	48	24	72	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	332	99.1	26.5	27.9	45.6	73.5	76.8	72.1	95.8	95.8
Gender										
Male	187	98.4	35.1	26.2	38.7	64.9	69.9	65.2	95.8	95.7
Female	145	100	15.4	30	54.6	84.6	83.9	79.2	95.8	95.8
Racial/Ethnic Group										
White	159	99.4	14	18.9	67.1	86	83.2	80.8	95.6	95.5
African American	99	98	44.2	40.7	15.1	55.8	59.2	59.7	95.5	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	85.2	87	96.9	96.9
Hispanic	55	100	34	28.3	37.7	66	69.7	64.6	96.8	96.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	70.6	73.4	93.4	94.1
Disability Status										
Disabled	82	96.3	53.4	26	20.5	46.6	34.3	27.7	95.1	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	66	100	30.6	30.6	38.7	69.4	67.2	63.7	97	96.7
Socio-Economic Status										
Subsidized meals	228	99.1	35.1	34.2	30.7	64.9	68.9	61.9	95.6	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	329	100	13.6	33.3	53.1	86.4
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	338	100	21.9	21.2	56.9	78.1
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	329	100	26.5	27.9	45.6	73.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	338	100	23.2	30.6	46.1	76.8
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	168	100	27.8	45.7	26.5	72.2
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	170	99.4	45.7	33.8	20.5	54.3
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	161	100	19.3	40	40.7	80.7
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	169	99.4	20.5	40.4	39	79.5
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	323	98.8	22.5	30.4	47.1	77.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	332	99.1	26.5	27.9	45.6	73.5
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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